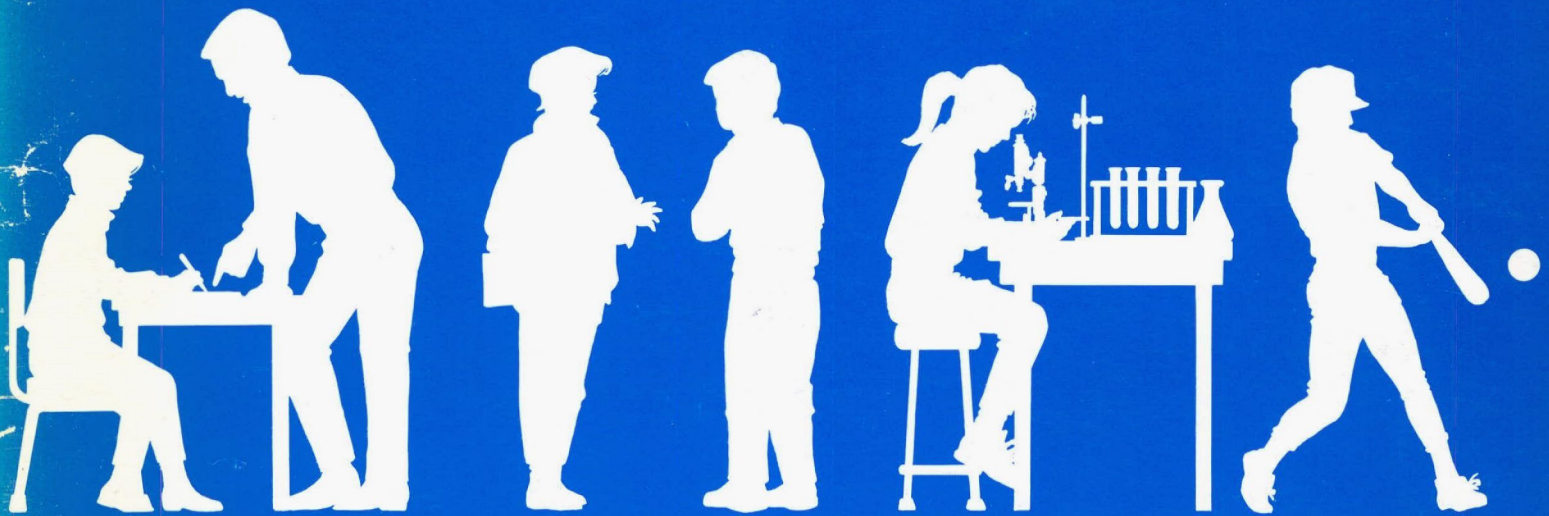


GUIDE *to* Education

*Junior High School Handbook
1989-90*

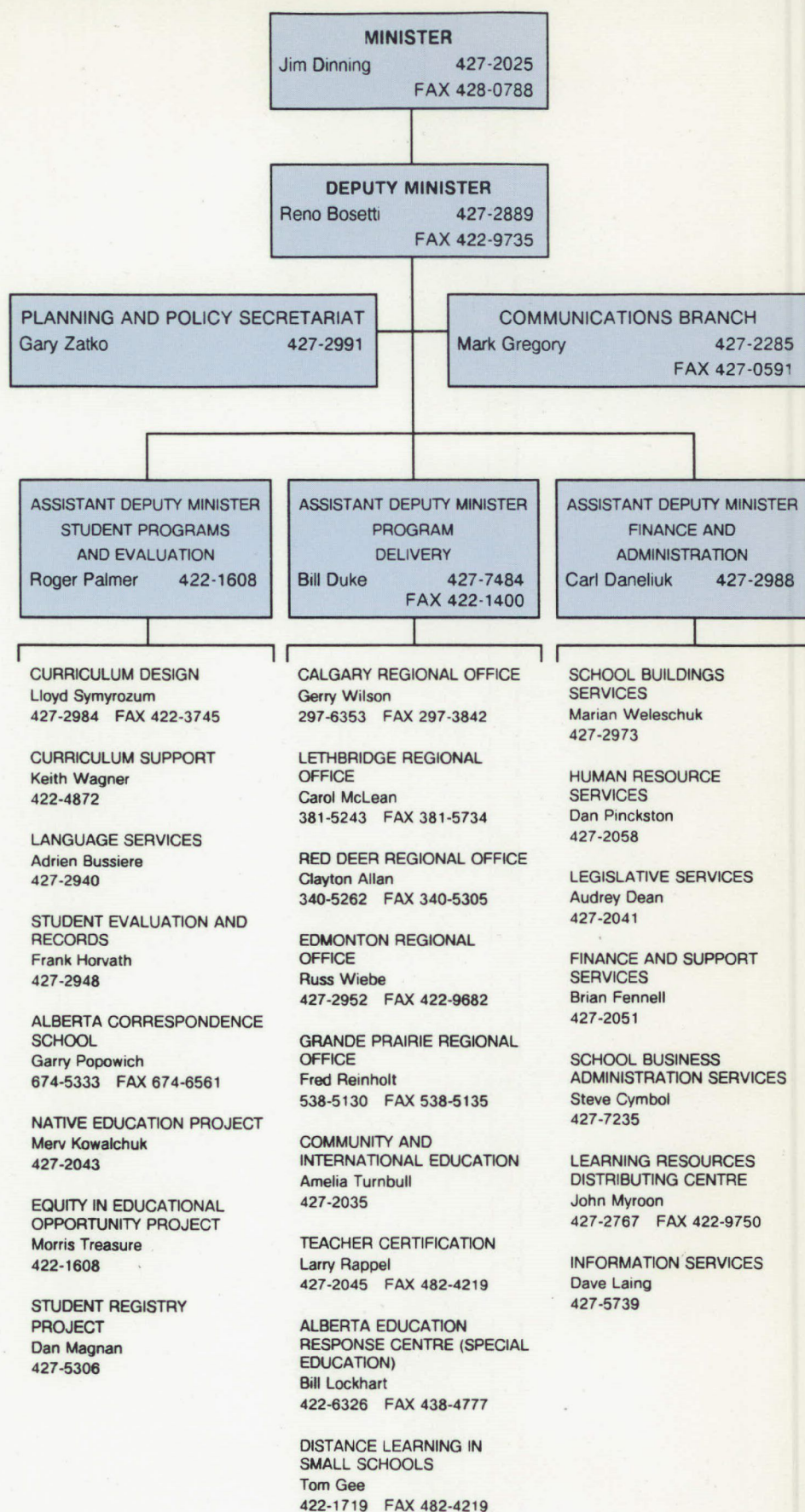
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GUIDE *to* Education

*Junior High School Handbook
1989-90*

This handbook is issued under the authority of the Minister of Education pursuant to section 25 of the School Act, Chapter S-3.1, Statutes of Alberta 1988.

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This handbook contains information on a wide variety of topics. Some of the statements indicate mandatory action; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

This document supersedes the 1988-89 Junior-Senior High School Handbook. All changes to Alberta Education requirements contained in this document are effective the first day of the 1989-90 school year.

All references to the School Act are to the new Act proclaimed December 31, 1988, being Chapter S-3.1, Statutes of Alberta 1988.

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FOREWORD

The **Junior High School Handbook** is one of three handbooks that comprise the new **Guide to Education** (1989). The former **Junior-Senior High School Handbook** has been replaced by the junior and senior high volumes.

The **Junior High School Handbook** is published by Alberta Education for the use of administrators, teachers and others interested in the delivery of junior high school education. It is intended to serve the following purposes:

1. to provide information about the characteristics of students who are enrolled in junior high schools
2. to communicate procedures that have proven to be useful in organizing and operating junior high schools, and to encourage school systems to organize schools to meet the needs of their students
3. to identify the requirements specified by Alberta Education
4. to encourage innovation and excellence in the delivery of education in classrooms.

The information in this handbook is presented in the context of the focus on the student that is integral to all school programming, and that reflects the emphasis of the School Act. At the junior high level, the student focus is especially important since early adolescence is a critical period when students are experiencing physical, emotional and social changes while at the same time experiencing the transition from elementary to junior high school. The first section of the handbook addresses the nature of early adolescence and the dynamic, diverse and changing needs of junior high school students. The "Philosophy" statement included in this section expresses the significance and uniqueness of junior high education.

The handbook is the first step in drawing together all of the information that is essential to school administrators. Policies, procedures and organizational information required to operate a junior high school are included in the handbook, or, where not included, directions are given outlining where this information can be located. The new format has been designed so that administrators can access the information easily and quickly.

The handbook reflects Alberta Education's emphasis on a policy-based and results-oriented management system. As much as possible, Alberta Education uses policies and procedures to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and responsibility at the local level. In this handbook, mandatory action, which is marked by screening, accrues from the School Act and, in turn, from the province's policies and procedures.

The handbook supports Alberta Education's commitment to meeting the changing needs of students. Excellence in education, the ongoing improvement of the teaching and the learning processes, and the innovation necessary to meet these goals are encouraged. In a system of shared responsibilities with boards, these innovations will arise from both Alberta Education and Alberta's school systems.

Further copies of the handbook are available upon written request from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2**. The handbook will be updated yearly.

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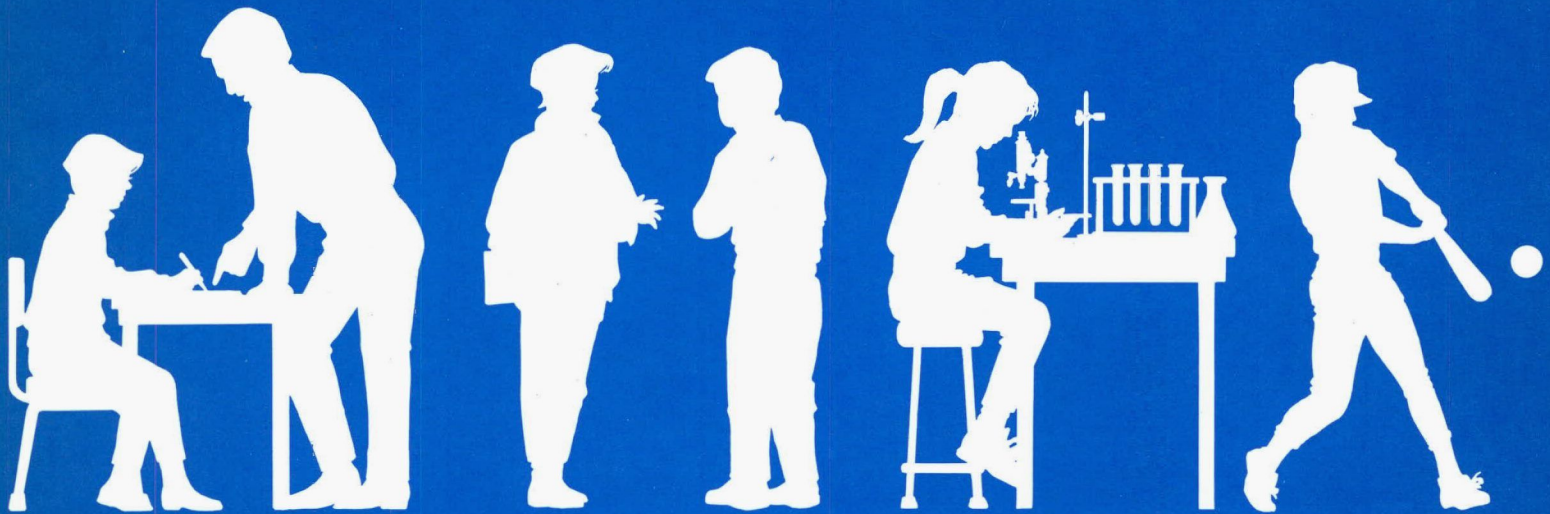
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Junior High School Students





Junior High School Students: Philosophy of Junior High Schooling

The junior high school experience provides a transition between elementary and senior high schooling and assists students in bridging the gap between childhood and middle adolescence.

Early adolescence is a critical period when students are experiencing physical, emotional, social, intellectual and ethical changes while they are attempting to gain self-identity and achieve peer acceptance.

While adolescents are changing developmentally, they must often move from one level of schooling to another. This includes moving from elementary to junior high school, sometimes from one school to another, and eventually from junior to senior high school.

These moves may be accompanied by a change in practices in terms of teaching methods and learning expectations. The types of skills and abilities needed to be successful in school change to some extent as the nature of school tasks changes between elementary and junior high school, and then changes again between junior and senior high.

The uniqueness of the junior high school comes not so much in grade organization, grouping or scheduling as it does in matters of attitude, perception and sensitivity. Each group of students and each staff interact to create a special learning environment. An effective junior high school program is designed to accommodate the dynamic and diverse needs of early adolescence.

Junior high school students need opportunities to:

- continue development of basic knowledge, skills and positive attitudes, and to consolidate earlier learning
- develop their individual interests, abilities and talents and, in the process, to develop specific competencies
- explore a range of learning experiences and apply new learning in different circumstances
- set goals for, and make choices about, their learning and take increasing responsibility for their education and, indeed, their lives
- help them mature with a positive, realistic self-image, and meet their need for affirmation and acceptance by significant adults and peers.



Junior High School Students: Goals and Objectives of Junior High School

1 The Goals of Basic Education for Alberta

The following statement of goals directs education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades are developed. The Goals of Basic Education for Alberta were adopted by order of the Minister pursuant to section 25(1)(d) of the School Act.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a very close relationship between schooling and education: the learning that occurs in school influences and is influenced by what is learned outside the school.

a Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

b Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.

2 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are contained in the policy statement **Secondary Education in Alberta** (June 1985), which establishes the directions for junior high program and course development that are currently being introduced. The policy statement is available upon written request from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry
- master effective language and communication skills, including the ability to use communications technology
- acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society
- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems
- become aware of the expectations, and be prepared for the opportunities of the workplace - expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences
- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others, based on respect, trust, cooperation, consideration, and caring as one aspect of moral and ethical behaviour
- develop cultural and recreational interests and realize personal aspirations.

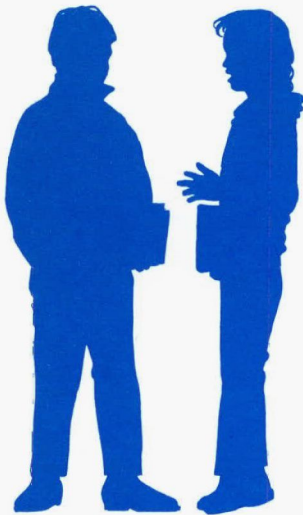
**c Transition to
Secondary
Schooling**

The policy statement **Secondary Education in Alberta** (June 1985) identified the need for assistance to students in their transition from elementary to secondary school.

Transition is not a single event, but a normal, continuous process experienced by all students as they progress into and through the secondary school years. Based on principles of child development and the context within which learning takes place, the process of transition has the potential to ensure continuity in successful learning. For some students, however, it will be necessary to consolidate or enrich basic knowledge and skills if they are to continue successfully with the instructional program or be sufficiently challenged by the requirements of school. (Transition to Secondary Schooling, 1987)

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers provides principals and teachers with an understanding of the concept and process of transition. The monograph focuses on the school environment, developmental changes in students and meeting individual differences. Specific ideas and strategies are suggested to ease transition for all junior high school students. The appendices of the document contain a series of checklists for principals and teachers, a glossary of terms, and a selected annotated bibliography.

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers (1987) is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9**. (Telephone 427-2767. Fax 422-9672)



Junior High School Students: Nature and Needs of Junior High School Students

1 Introduction

The student is the central focus of the junior high school. A number of personal characteristics have been identified as desirable for schools to develop in students. These characteristics are listed and defined in the first section, **Developing Desirable Personal Characteristics**. The next section, **Developmental Characteristics of Junior High School Students**, provides information regarding the unique cognitive, social and physical development of the junior high school student. The last section, **Essential Concepts, Skills and Attitudes**, identifies ten categories of concepts, skills and attitudes considered essential for students to acquire as they progress from their earliest learning experiences until they graduate from Grade 12.

The information contained in these three sections is applied during the design, implementation and evaluation of courses and programs, and the selection of resources at the junior high school level, to ensure that the diverse needs and abilities of students are addressed.

2 Developing Desirable Personal Characteristics

The following statement was passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the dominant values of schools emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other

important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that people are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

<i>Respectful</i>	- has respect for the opinions and rights of others, and for property.
<i>Responsible</i>	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
<i>Fair/just</i>	- behaves in an open, consistent and equitable manner.
<i>Tolerant</i>	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
<i>Honest</i>	- is truthful, sincere, possessing integrity; free from fraud or deception.
<i>Kind</i>	- is generous, compassionate, understanding, considerate.
<i>Forgiving</i>	- is conciliatory, excusing; ceases to feel resentment toward someone.
<i>Committed to democratic ideals</i>	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
<i>Loyal</i>	- is dependable, faithful; devoted to friends, family and country.

b Intellectual Characteristics

<i>Open-minded</i>	- delays judgments until evidence is considered, and listens to other points of view.
<i>Thinks critically</i>	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
<i>Intellectually curious</i>	- is inquisitive, inventive, self-initiated; searches for knowledge.
<i>Creative</i>	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
<i>Pursues excellence</i>	- has internalized the need for doing the best in every field of endeavour.
<i>Appreciative</i>	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

c Social/Personal Characteristics

<i>Cooperative</i>	- works with others to achieve common aims.
<i>Accepting</i>	- is willing to accept others as equals.
<i>Conserving</i>	- behaves responsibly toward the environment and the resources therein.
<i>Industrious</i>	- applies self diligently, without supervision.
<i>Possesses a strong sense of self-worth</i>	- is confident and self-reliant; believes in own ability and worth.
<i>Persevering</i>	- pursues goals in spite of obstacles.
<i>Prompt</i>	- is punctual; completes assigned tasks on time.
<i>Neat</i>	- organizes work in an orderly manner; pays attention to personal appearance.
<i>Attentive</i>	- is alert and observant; listens carefully.
<i>Unselfish</i>	- is charitable, dedicated to humanitarian principles.
<i>Mentally and physically fit</i>	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

3 Developmental Characteristics of Junior High School Students

The following section further defines the needs of the learner, as they are addressed in the government's policy statement **Secondary Education in Alberta** (June 1985). The recognition of the unique developmental characteristics of junior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the junior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn, demanding that the education system understand students' cognitive, social and physical development. An informed education system aims at meeting and extending student development when choosing activities and teaching methods.

The information given below is not designed to label students negatively or to lower expectations. It is intended to encourage the cognitive, social and physical development of junior high students. It is critical to remember that each student has a unique developmental schedule.

a Physical Development

Young adolescents are very concerned with their physical development. For some, physical development, or lack thereof, is the dominant, central theme in their lives.

Adolescents must contend with rapid skeletal development, characterized by accelerated and frequently uneven growth. The two halves of the body may grow unevenly. Hands and feet tend to lengthen before arms and legs, while the torso is the last to undergo a growth spurt. During the adolescent's growth spurt, there may be a period of temporary clumsiness. This awkwardness may be due to differential growth of various body parts, and to a changing sense of balance.

The onset of puberty results in voice changes and muscular development in boys, and menses and more rounded figures in girls. These changes can often result in self-consciousness and embarrassment. As young adolescents attempt to adjust to the numerous physical changes that are constantly occurring, they frequently become overly concerned with their physical appearance, experiencing feelings that range from pride to anxiety.

Adolescents vary greatly in their motor development. During adolescence, both sexes are capable of vigorous physical activity. Adolescence is a time for skill refinement, and for the learning of a wider variety of motor skills. Those with good fundamental skills and a wide variety of motor experiences can accomplish significant motor performance feats, even if they did not train intensely as children. Others, less able to perform fundamental motor skills, have little interest in learning such skills.

Beginning in the junior high grades, students are required to produce a great deal more writing. This can create difficulty for students whose fine motor control is not as effortless or automatic as that of others. For students with fine motor difficulty, a word processing program on a computer can make the writing process more manageable.

Educators have to keep these physical changes in mind so that they can make appropriate modifications and allowances in instruction. A teacher's understanding of these changes and encouragement to participate in physical activities can assist students to accept and cope with these physical developments.

**b Cognitive/
Intellectual
Development**

While not as easy to observe as physical changes, cognitive and intellectual changes also occur during early adolescence.

Student cognition is characterized by an ability to think logically about things and events in their immediate experience. Junior high students are notoriously "present-oriented". Until the abilities to project and to hypothesize develop with formal operational reasoning, the students have little access to the past and future. At this stage, students depend on personal or tangible experience. Where they haven't had the experience themselves, they will trust others who have.

During adolescence, students are able to coordinate two aspects of a problem at the same time. They use a "linking" type of reasoning - joining one thing to another. Since students can coordinate two sources of information, they can mentally reverse actions and see a second viewpoint. If a student can coordinate two points of view, then he or she can mentally go in either direction from one point to the other. This ability to reverse operations means the student can build a classification and break it back down into subgroups again.

With adolescence, students become able to undergo a transformation in thinking processes. They are not as concrete in thinking skills as children, but still need concrete representations and other contextual aids to understand abstract concepts. Through learning to use more differentiated and analytical forms of thinking, early adolescents can move away from concrete, experience-based thinking to more abstract representations of concepts and ideas. As early adolescents master concrete operations and begin to develop formal operations, they begin to think reflexively. That is, they begin to be able to think about their own thoughts. This "reflexive thinking" allows them to form sophisticated self-concepts that are shaped by interaction between their experiences and new powers of reasoning. Some early adolescents may begin to move from the concrete to the abstract. It is important to note that this transition will not occur for all of these students at this time. Often it occurs in high school.

Junior high school students can be encouraged to take small steps toward this transition by being given opportunities in which concrete representations and contextual aids are used to facilitate the understanding of an abstract concept. Awareness of the development of abstract reasoning and reflexive thinking is important for successful teaching at the junior high level.

c

Social Development

Early adolescents need to develop views of themselves as valuable, able and responsible people. The web of social interactions experienced by early adolescents is intricate, and has impact on the way young people think, feel and act.

Although early adolescence is often characterized as a period of abundant stress, in truth, most adolescents manage a fairly smooth transition from being a child to being an adult. What may be perceived as problematic may simply be the adolescent's lack of sophistication in implementing new behaviours. Adolescents are able to cope by managing one problem at a time: now examinations; now permission to stay out late; now achieving membership in the current desirable peer group.

Emotions are strong and, at times, volatile, as the adolescent seeks appropriate expression and outlets. The adolescent applies thinking skills already learned in the elementary years to learning in the social domain. Because emotional control based on reflection is not perfected at this age, early adolescents can be surprising in the inconsistency of their emotional responses. At one moment they can act in an adult manner, and the next revert to relatively childish behaviours. In a sense, they are practising to be adults.

Early adolescence is a time when the sense of identity is changing and greater independence occurs. Affiliation with the family is gradually complemented by the need for companionship and acceptance by peers. This is demonstrated by a prevalence of social cliques, and emphasized by the importance of the peer group.

Students' perceptions and feelings about themselves are powerful influences on their behaviour. The teacher's awareness and acceptance of the social/emotional needs of the adolescent can greatly assist students in developing a healthy self-image, an internally consistent value system, and appropriate outlets for expressing emotions.

Adolescence is a time of adjustment, but also a time of discovering new strengths and abilities. It is a period when students are in the process of integrating all these emerging potentials into a unique sense of self, and are developing life goals that are consistent with their interests and abilities.

A more complete statement of students' developmental characteristics can be found in three Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: The Social Sphere** (1988); and **Students' Physical Growth, Developmental Framework: Physical Dimension** (1988). These are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9.** (Telephone 427-2767. Fax 422-9750)

4 Essential Concepts, Skills and Attitudes

The following section, derived from the **Secondary Education in Alberta** (June 1985) policy statement, identifies the concepts, skills and attitudes considered essential for students to acquire as they progress through their schooling. The list of concepts, skills and attitudes was separated into ten categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

The ten categories are used to interrelate the various courses and programs at the junior high school level. As well, certain courses or programs have incorporated particular categories that are most appropriate. The catalogue of essential concepts, skills and attitudes is applied in the development, implementation and evaluation of courses and programs at the junior high school level to prepare students for responsible citizenship in an ever-changing society.

A more complete statement, including a detailed listing of concepts, skills and attitudes can be found in the Alberta Education document, **Essential Concepts, Skills and Attitudes for Grade 12** (1987). It is available upon written request from **Central Support Services, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

Programming





Programming: Junior High School Programming

1 School Program Organization

School districts and schools are encouraged to develop methods of organization and program delivery that best meet the educational needs of their students.

Priority should be given to offering a program that enables students to meet the requirements of the core courses and to have some opportunity for taking preferred complementary courses.

Heterogeneous grouping at the junior high level should be encouraged wherever possible. Decisions about placing students into special categories, such as the Integrated Occupational Program, should be based upon accurate information about the abilities and interests of the students.

Courses for study in the junior high school fall into two categories, core and complementary. The combination of core and complementary courses is designed to provide all students with a body of skills, knowledge and positive attitudes that meet their diverse needs, capabilities and aspirations. Courses at the junior high school level have been designed so that the knowledge, skills, and attitudes identified can be achieved within a minimum time allotment.

The **core courses**, which are compulsory for all students, are English language arts, social studies, mathematics, science, physical education, and health and personal life skills.

The **complementary courses** include the practical arts, fine and performing arts, second languages, religious or ethical studies, and locally authorized courses.

Full details regarding the general and specific learner expectations of core and complementary courses are contained in the program of studies and are developed further in the respective curriculum support documents.

2 Instructional Time

Schools are required to ensure that junior high students have access to 950 hours of instruction per year. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

A minimum of 950 hours of instruction per year at each grade level is required.

Minimum Core Time	650	hours per year (includes 75 hours per year of unspecified core time)
Minimum Complementary Time	225	hours per year
Unspecified Core and/or Complementary Time	<u>75</u>	hours per year
Total minimum Instructional Time	950	hours per year

a Core Courses

A minimum of 650 hours shall be allotted to core courses, including 75 hours of unspecified core time.

- The minimum time allotment (hours per year) for each core course shall be:

English Language Arts	150	hours per year
Health and Personal Life Skills	50	hours per year
Mathematics	100	hours per year
Physical Education	75	hours per year
Science	100	hours per year
Social Studies	100	hours per year
Unspecified Core Time	<u>75</u>	hours per year

Minimum Core Time 650 hours per year

- For schools offering instruction in a language other than English (School Act, sections 5 and 6), the above time allotments for core courses apply. In addition, there shall be a minimum of 150 hours of language arts in the language of instruction.
- The programs referred to in this handbook are designed to meet the needs and abilities of most students. Where a substantially different program plan is proposed for a group of students, authorization shall be obtained by the superintendent from the appropriate **Director, Regional Office of Alberta Education**.

b Complementary Courses

A minimum of 225 hours shall be allotted to complementary courses.

Each student shall be enrolled in at least three complementary courses per year, to be scheduled for a total of at least 225 hours. Of these three courses, at least two shall be provincially authorized and shall be scheduled for at least 150 hours.

Subject to the foregoing conditions, students may enrol in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized. The complementary courses are categorized as follows:

Practical Arts

Agriculture: Land and Life
Business Studies
Computer Literacy
Computer Studies
Environmental and Outdoor Education
Home Economics
Industrial Education
Typewriting

Fine and Performing Arts

Art
Drama
Music (General)
(Choral)
(Instrumental)

Second Languages

French
German
Ukrainian
Cree
Other

Religious or Ethical Studies

Ethics
Religious Studies

Other

Locally Authorized Courses

- **Grades 7, 8, 9 Sequence:** Students should be encouraged to continue in Grades 8 and 9 with at least one of the complementary courses selected in Grade 7.
- **Religious Studies:** Religious studies may be offered at the discretion of the local school board pursuant to section 33 of the School Act.
- **Instruction in a Language Other than English:** For schools offering instruction in a language other than English (School Act, sections 5 and 6), students shall select a minimum of two complementary courses, scheduled for at least 150 hours. At least one of the two courses shall be provincially authorized.
- **Ethics, Computer Literacy and Typewriting:** Although each of these courses is assigned a single course code number, ethics, computer literacy and typewriting may be offered in Grades 7 or 8 or 9.
- **Business Studies 9 and Environmental and Outdoor Education (Grades 7, 8 and 9):** These courses will be field tested provincially in the 1989-90 school year.
- **Computer Literacy:** This course will be phased out in September 1990.

- **Computer Studies:** This three-course sequence is scheduled for provincial implementation September 1990.
- **Typewriting 9:** This course may be phased out with the provincial implementation of computer studies, September 1990.
- **Second Language Courses:** The French N course sequence is for those students who began a nine-year French program in the elementary grades. The two-year junior high German program may be offered in any of Grades 7, 8 or 9.

The Government of Alberta has recognized the multicultural nature of the province through the Alberta Cultural Heritage Act (1984). Accordingly, Alberta Education encourages school boards to develop second language courses to meet the needs of the local community when such courses are not available from the department. Guidelines and procedures for the development and approval of these second language courses may be obtained from the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Director, Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.** (Telephone 427-2940)

c Integrated Occupational Program Core and Complementary Courses

A minimum of 950 hours of instruction at Grade 8 and Grade 9 is required.

- The time allotment for Integrated Occupational Program academic courses parallels that of other junior high core courses. Unspecified time of 150 hours may be used to provide additional instructional time in either an Integrated Occupational Program academic core course or a practical arts course.

Minimum Core Time	575 hours per year
Minimum Practical Arts Time	225 hours per year
Unspecified Time	<u>150</u> hours per year
Total Instructional Time	950 hours per year

- The Integrated Occupational Program practical arts component includes courses in business education, personal and public services, and technical occupations.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers**, available from the Integrated Occupational Program Project, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2, and in the current edition of the **Alberta Education Policy Manual** (produced annually) available upon written request from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

3 Course Code Numbers

To assist school administrators in completing the Secondary School Program Plan, the course code number for each of the courses (by grade) is listed below.

Core Courses	Grade 7	Grade 8	Grade 9
Language Arts	7100	8100	9100
French Language Arts	7101	8101	9101
Ukrainian Language Arts	7102	8102	9102
Français	7103	8103	9103
Mathematics/Mathématiques	7110	8110	9110
Physical Education/Éducation Physique	7120	8120	9120
Health and Personal Life Skills/Hygiène et Habiletés Personnelles - Secondaire	7130	8130	9130
Science/Sciences	7140	8140	9140
Social Studies/Études Sociales	7150	8150	9150
Please note: French language arts is intended for immersion students. Français is intended for francophone students.			
Complementary Courses	Grade 7	Grade 8	Grade 9
PRACTICAL ARTS			
Agriculture: Land and Life	7300	8300	9300
Business Studies ¹			9421
Computer Literacy		8430	
Computer Studies ²	7431	8431	9431
Environmental and Outdoor Education ¹	7570	8570	9570
Home Economics	7330	8330	9330
Industrial Education	7340	8340	9340
Typewriting			9420
FINE AND PERFORMING ARTS			
Art	7310	8310	9310
Drama	7320	8320	9320
Music (General)	7390	8390	9390
Music (Choral)	7400	8400	9400
Music (Instrumental)	7410	8410	9410
SECOND LANGUAGES			
French	7350	8350	9350
French N	7351	8351	9351
German		8360	9360
Ukrainian	7380	8380	9380
Cree	7361	8361	9361
Other	7550	8550	9550
RELIGIOUS OR ETHICAL STUDIES			
Religious Studies	7450	8450	9450
Ethics		8460	
OTHER			
Locally Authorized Courses	7470	8470	9470
1. New field test course in the 1989-90 school year.			
2. New program scheduled for provincial implementation September 1990.			
			CONTINUED

Integrated Occupational Program Core and Complementary Courses	Grade 7	Grade 8	Grade 9
Language Arts	n/a	8104	9104
Social Studies	n/a	8151	9151
Science	n/a	8141	9141
Mathematics	n/a	8111	9111
Technical/Occupational	n/a	8601	9601
Business Education	n/a	8611	9611
Personal and Public Services	n/a	8621	9621

4 Elective Components of Core and Complementary Courses

Each junior high course shall have an elective component designed to provide opportunities to adapt and enhance the required portion of each course to meet the diverse needs and capabilities of individual students.

The elective component allows for adaptation of content, teaching strategies, instructional time and learning resources to meet specific individual student and/or group needs by:

- providing for enrichment and additional assistance to individual students
- providing opportunities for innovation and experimentation to meet student needs.

The elective component is not intended to provide acceleration or advanced placement, and therefore avoids unnecessary and substantial overlap with other courses at a higher level.

The maximum time allotment for the elective component of each core course shall be 20% of the instructional time. The maximum time allotment for the elective component of each complementary course shall be 30% of the instructional time.

5 Locally Authorized Junior High Complementary Courses

Locally authorized complementary junior high courses provide instructional opportunities that enable school jurisdictions to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

For further information on locally authorized junior high school complementary courses, refer to the current edition of the **Alberta Education Policy Manual** (produced annually) available from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

6 Secondary School Program Plan

Prior to school opening, the Secondary School Program Plan form is sent to all schools having junior high school grades. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the Secondary School Program Plan, the principal and superintendent certify that the departmental requirements outlined have been or will be met.

The principal shall describe all special or unusual circumstances relative to the school organization in the space provided on the Secondary School Program Plan. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the Secondary School Program Plan to the appropriate **Director, Regional Office of Alberta Education.**

In the case of private schools, responsibilities of the superintendent of schools referred to in this handbook shall be assumed by the principal.

7 Student Attendance

- Attendance at school is compulsory for eligible students who, as of September 1, are six years of age or older and are younger than age sixteen (School Act, section 8(1)).
 - Section 44(3)(b) of the Act allows school boards to make rules respecting the attendance of students at school.
 - Section 7(b) sets out expectations for student conduct, including regular attendance at school.
-

8 Student Placement and Promotion

Placement of students within the junior high school and promotion to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school board or school governing authority. These policies should be consistent with Alberta Education policies.

9 Student Evaluation

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information on student achievement at the provincial and local levels. This program is not intended to provide information to be used for student placement or promotion.

Achievement Test Schedule:

Tuesday, June 13, 1989

Grade 3 English Language Arts
Grade 6 Social Studies*
Grade 9 Science*

***Please Note:**

A French translation of this test is available for francophone and French immersion students. The French translation shall be administered at the same time as the English version.

Tuesday, June 12, 1990

Grade 3 Mathematics
Grade 6 Science*
Grade 9 English Language Arts

***Please Note:**

A French translation of this test is available for francophone and French immersion students. The French translation shall be administered at the same time as the English version.

Thursday, June 14, 1990

Grade 9 French Language Arts

June, 1991

Grade 3 Science**
Grade 6 Mathematics**
Grade 9 Social Studies**

****Please Note:**

Proposed annual testing is scheduled for 1991.



Programming: Program and Course Information

1 Instruction in Languages Other Than English

a Students Identified Under Section 23 of the Canadian Charter of Rights and Freedoms

Section 5 of the School Act (1988) states that if a parent has rights under section 23 of the Canadian Charter of Rights and Freedoms his children are entitled to receive that instruction in French in accordance with those rights wherever in the province those rights apply. School jurisdictions should refer to the French Language Education Regulation, the Language Education Policy for Alberta (1988), and the current edition of the **Alberta Education Policy Manual** (produced annually) available from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

b French Immersion Programs

According to section 6 of the School Act, a board may authorize the use of French as a language of instruction. School jurisdictions are asked to refer to the French Language Immersion Regulation and the Language Education Policy for Alberta. Additional information is available from the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Director, Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.** (Telephone 427-2940)

c Bilingual Programs

According to section 6 of the School Act, a board may also authorize the use of a language other than English or French as a language of instruction. The maximum amount of time this language may be used for instructional purposes is 50% of the school day. School jurisdictions are asked to refer to the Languages Other than English or French Regulation, the

Language Education Policy for Alberta (1988) and the current edition of the **Alberta Education Policy Manual** (produced annually) available from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

2 Second Language Programs

Second language courses have been developed provincially for French, German, Ukrainian, and Cree.

Two programs are available in French. The nine-year program is intended for students beginning their study of French in Grade 4. The six-year program is intended for students beginning their study of French in Grade 7. The Cree program is intended for students beginning their study of this language in Grade 1. A two-year program is available in German. A Ukrainian program is available for students beginning the study of this language in Grade 7. Further information is available from the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Director, Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.** (Telephone 427-2940)

3 Integrated Occupational Program

Beginning in September 1989, the Integrated Occupational Program will be available to students in Grades 8 and 9, in jurisdictions that offer the program. The Integrated Occupational Program will be available to serve high schools in 1990-91. The program extends over five years, beginning in Grade 8 and continuing to Grade 12. A Certificate of Achievement will be awarded to successful graduates of the Integrated Occupational Program in June of 1993.

The program is intended for students who continue to experience difficulty learning in the regular junior high program. The academic courses focus on the development of skills necessary for everyday living at home, in the community and on the job. The basic skill development in these courses is directed to improving students' skills in communication, computation and social relationships. The practical arts courses provide the students with the opportunity to apply the academic skills and, at the same time, prepare the students for entry-level job opportunities in various trade and service areas. Community partnership is integral to all Integrated Occupational Program courses.

To qualify for funding, jurisdictions must give evidence that a five-year program will be available to students. Agreements between jurisdictions are possible at the local level. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers**, available from the **Integrated Occupational Program Project, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2**, and the current edition of the **Alberta Education Policy Manual** (produced annually) available upon written request from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

4 Special Education: Alberta Education Response Centre

The Alberta Education Response Centre provides provincial leadership in special education, guidance and counselling. The Alberta Education Response Centre identifies provincial special education needs and designs initiatives to meet these needs. The Alberta Education Response Centre is responsible for developing support documents; planning professional development activities; designing special education policies; establishing a reference centre; and operating the Alberta School for the Deaf.

a Program Modifications

Modifications to the regular programs of studies have been made by Alberta Education for pupils in the following special education programs: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired, and hearing impaired. Curriculum guides are available for these programs. An annotated list of special educational publications and documents available from Alberta Education can be requested from **Special Educational Services, Alberta Education Response Centre, 6240 - 113 Street, Edmonton, Alberta T6H 2L3.** (Telephone 422-6326)

Where a special education student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Alberta Education** of the reduction, and the circumstances making the reduction necessary.

b Technological Networking

The Alberta Education Response Centre shares information with teachers not only in standard print form but via technological networking through ASPEN and the Response Line Service System.

- ASPEN, the Alberta Special Education Network, is a province-wide, computer-based information and communications network available to parents, teachers and health and social service professionals who have access to a personal computer, communications software, a modem, and a telephone line. For further information or clarification, call the ASPEN Administrator at 422-6326.
- The Response Line Service System is toll-free and provides a message library and response line operators. The message library provides a brief, recorded message on special education programs and services at the local, regional and provincial levels. In Edmonton and local area, call 422-0266; all other locations, dial 0 and ask your long distance operator for Zenith 22126. Response line operators can provide you with more indepth information, put you in direct contact with a more appropriate agency or individual, and connect or reconnect you with the message library. In Edmonton and local area, call 422-0274; all other locations, dial 0 and ask your long distance operator for Zenith 22262.

For further information regarding special education programs, please contact the **Executive Director, Alberta Education Response Centre, 6240 - 113 Street, Edmonton, Alberta T6H 2L3.** (Telephone 422-6326. Fax 438-4777) or the appropriate **Director, Regional Office of Alberta Education.**

5 Community Partnership

Community partnership is based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking the students out into the community.

Using the expertise, talent and resources of community based service organizations and agencies, business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

In junior high, students may be introduced to the concept of community partnership through:

- inviting members of the community into the school as guest speakers or for demonstrations
- involving community members in special events (Career Days, Education Week)
- touring local business and industry
- sharing of resources such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
- participating in programs such as work study, job shadowing and mentorship
- being involved in group community partnership projects both in the school and the community.

a Work Study

Work study education provides an opportunity for students to apply in real life situations the knowledge, skills and attitudes that they have acquired through course work in school. It is an experiential component of an approved course or program which is undertaken through a school-community partnership arrangement.

Work study means experiential learning activities undertaken by a student:

- a) as an integral part of an approved school course or program
- b) under the cooperative supervision of the subject area teacher-coordinator and the employer.

Junior high work study should take place between 8:30 and 16:30 Monday through Friday.

For further information on work experience education legislation and procedures, see the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Work Experience Manual** (1983), to be updated in 1989, available from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

6 Alberta Correspondence School

The Alberta Correspondence School can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

a Registration Procedures

- Students under 16 years of age shall obtain the approval of the superintendent, school principal, or designate, prior to registering in correspondence school courses. Students residing outside Alberta may apply directly to the Alberta Correspondence School.
- The principal or counsellor should assist the student in selecting suitable courses, obtaining the required textbooks and other materials, establishing timetable periods for correspondence study, monitoring progress, and arranging for writing final tests.
- The Alberta Correspondence School does not lend textbooks that are currently available from the Learning Resources Distributing Centre. Students attending a school may purchase the required textbooks from the Learning Resources Distributing Centre or may obtain books from their school, if provided for in board policies. Out-of-print textbooks, identified in Alberta Correspondence School handbooks by a double asterisk, may be borrowed by a student registered in an Alberta Correspondence School course provided the student submits a refundable deposit. Other learning resources, such as computer software, laboratory kits, audio tapes, and videotapes which are integral to a correspondence course package are available from the Alberta Correspondence School. Please consult Alberta Correspondence School handbooks regarding availability and costs of learning resources.

b Home Education

- Parents or guardians considering a home education program for their children that would utilize an Alberta Correspondence School program must do so through the superintendent of schools of either their resident board or of a willing non-resident board.

Further information is provided in the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Handbook for Junior High Students** available from the **Alberta Correspondence School, Box 4000, Barrhead, Alberta T0G 2P0**. (Telephone 674-5333. Fax 674-6561)

7 Distance Learning Projects

Alberta Education is committed to distance education as a means of providing program equity to all students. Currently there are two distance education pilot projects operating in the province, the Distance Learning in Small Schools Project and Distance Learning Project North. The projects allow students in low enrolment secondary schools to access a comprehensive educational program.

Further information is available from the **Distance Learning in Small Schools Project** (Telephone 422-1719. Fax 482-4219), and **Distance Learning Project North**. (Telephone 674-5333)

8 Native Education

Native students in junior high school may have special needs. The Native Education Project of Alberta Education has been established to provide support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video) have been developed by the Native Education Project, as well as a teacher resource catalogue and Native language programs. The project will also assist systems to deal with issues in Native education that parents and school employees are concerned about, and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states that the understanding and awareness of all students in Alberta about Native cultures, lifestyles and heritage should be increased. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course. Blackfoot and Cree language and culture programs are also offered in the province. More information on these is available from the **Language Services Branch of Alberta Education**. (Telephone 427-2940)

For further information refer to the current edition of the **Alberta Education Policy Manual** (produced annually), or contact the **Director, Native Education Project**. (Telephone 427-2043)

9 School Library Programs

"Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta." **Policy, Guidelines, Procedures and Standards for School Libraries in Alberta** (October, 1984).

The above policy led to the development and publication of **Focus on Learning: An Integrated Program Model for Alberta School Libraries** in 1985. Skills and attitudes which students require to become true lifelong learners are described in this document which emphasizes the importance of effective school library programs.

"An integrated school library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. This resource utilization is designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society." **Focus on Learning**, 1985.

Since effective information retrieval and research skills are best learned through the integration of resource-based learning with the curriculum, the provision of opportunities for teachers and teacher librarians to plan cooperatively should be considered.

Administrative support for the school library program will ensure that the school library collection will support and meet the needs of the staff and students.

For further information refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries** and the current edition of the **Alberta Education Policy Manual** (produced annually) available on written request from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2**.

10 Technology Integration

Alberta Education is active in the integration of technology into curriculum and the identification of appropriate resources that improve the learning process.

Technology integration is defined as the process of incorporating technology into the curriculum to assist in the learning process. Technology is not limited to tools such as calculators and computers, but also includes audio/videotapes, print and non-print resources, and delivery mechanisms such as facsimile machines.

The integration of technology is important in designing learning experiences for students. A basic guideline in the integration of technology into the curriculum is to target situations where technology helps to meet the needs of the students; where there are available resources, and it increases the efficiency of program delivery.

For further information on technology integration, contact the **Curriculum Support Branch**. (Telephone 427-2939)

11 Physical Education Program Exemptions

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program utilizes carefully selected activities to contribute to the development of the physically educated individual. In the following specified circumstances, however, exemptions may be warranted:

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> Statement in writing from parent to principal 	When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.
INDIVIDUAL	Medical	<ul style="list-style-type: none"> Certification to principal by medical practitioner with statement of activities to be avoided 	
CLASS	Access to facilities	<ul style="list-style-type: none"> Initiated by board or parent Approved by the local board or school governing authority Exemption shall be registered on the Secondary School Program Plan and approved by the Alberta Education Regional Office serving the area. 	



Programming: Assisting Students With Program Planning

1 Student Choice of Programs

Student choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take correspondence courses. Steps should be taken to secure parents' understanding and concurrence in their children's course selection.

Students should be aware of special programs that are available to meet their individual needs. Students eligible for French language education under section 23 of the Canadian Charter of Rights and Freedoms may complete most of their required course work in French. Native students may access resources and programs that are designed to address needs that are particular to the Native experience.

Students in junior high school are required to make decisions in selecting complementary courses. Complementary courses, in the junior high school years, are geared toward exploration and experimentation. At least one three-year sequence of courses is encouraged. Teachers, counsellors, principals and parents who are sensitive to the developmental and educational needs of students can assist them in making informed and useful choices regarding courses and activities, and can ease the possible confusion and stress caused by the array of alternatives available.

2 Accommodating Student Differences

Students whose academic achievements do not match their abilities run the risk of underachievement in their current placements. These students need to be identified and provided with additional assistance if they are to achieve to their potential.

Emphasis should be placed on the need for careful assessments, appropriate placements, monitoring of students' progress, systematic observations, regular reviews of instructional approaches used, and the appropriate use of enrichment and remediation through the elective component of courses. Coordination of services, team communication, and flexibility of scheduling are essential.

Self-esteem during early adolescence can be very fragile. All students should be provided opportunities for success in non-academic areas through complementary courses and extra-curricular activities.

3 Student Eligibility for the Integrated Occupational Program

The junior high Integrated Occupational Program, provides students opportunities to acquire, consolidate, and expand upon concepts, skills, and attitudes necessary for successful crossover to regular programs, or to progress in the Integrated Occupational Program at the senior high school level.

The following criteria have been established which, taken together, determine student eligibility for the Integrated Occupational Program.

- Age – Students must be 12 years and 6 months of age or older as of September 1 (upon entering Grade 8 of the program).
- Achievement – Candidates for the Integrated Occupational Program often demonstrate a significant lag in one or more of their academic courses (language arts, mathematics, science, social studies).
- Related Factors – While Integrated Occupational Program students typically fall into the intelligence band of 75-95, IQ should not be the sole criterion for determining eligibility. Rather, it is one factor which should be considered together with such related factors as behaviour, motivation, emotional make-up, psychomotor coordination, work habits, attendance, and persistence.

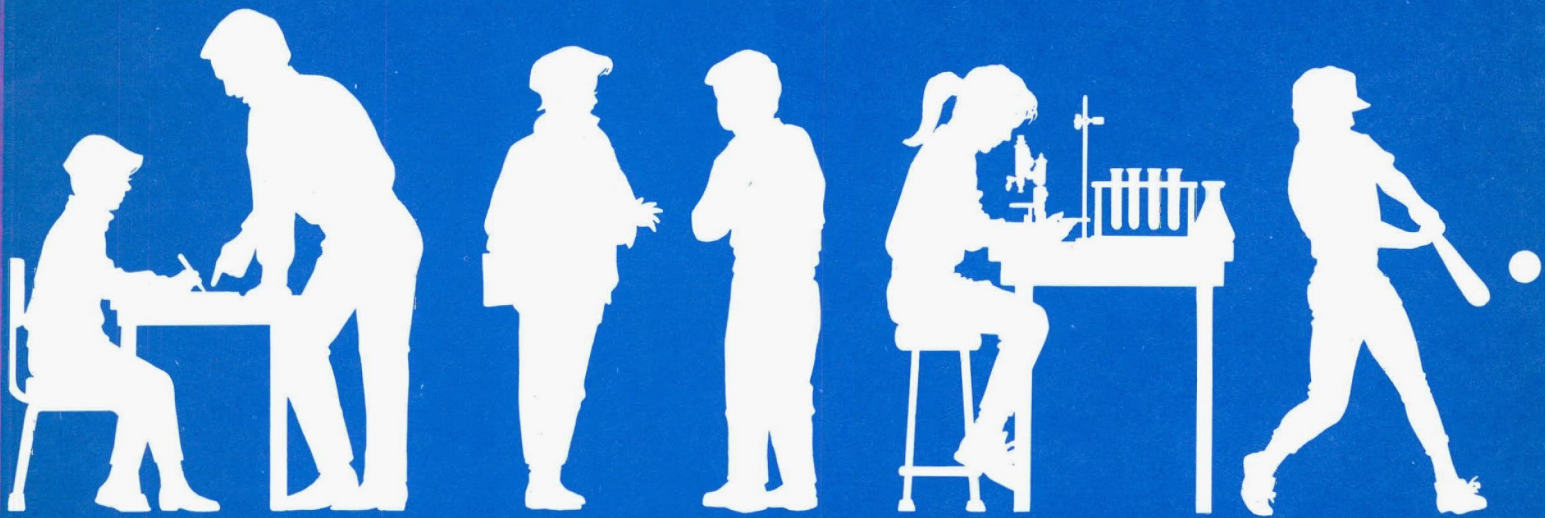
Further information on student eligibility is provided in the current edition of the **Alberta Education Policy Manual** (produced annually) and the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers**, which is available on request from the **Project Manager, Integrated Occupational Program Project, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.** (Telephone 427-2984. Fax 422-3745)

4 Planning High School Programs

Students should be given assistance in the planning of their high school programs. Certain courses are obligatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. All students should become familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in the later high school years. Further information can be found in the **A Credit to Yourself (1989-90)** student booklet, available from **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

When planning a program, students should keep in mind the credit requirements for graduation from senior high school, outlined on pages 16 to 18 of the **Senior High School Handbook (1989).**

Administration



Administration: Governance of Education



1 The School Act

The School Act sets out the legal parameters that govern the education of students in the Province of Alberta. The operation, management and powers of boards are outlined in the Act.

The School Act enables the Minister to set regulations in particular areas. Regulations provide clarification of key words and concepts used in legislation. Regulations indicate what is required by law or enable action under the law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the board and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures may be inconsistent with the objectives and underlying principles of the School Act.

2 The Alberta Education Policy Manual

The **Alberta Education Policy Manual** (produced annually) has been developed for school boards, private schools and private ECS operators for the following purposes:

- to communicate the position of Alberta Education on key issues, and the resultant policies, regulations and procedures
- to assist boards and schools to access provincial resources.

The **Alberta Education Policy Manual** (produced annually) contains provincial policies that affect the operation of schools. The following policies are relevant to the administration of a junior high school.

a Education Programs

Basic Instruction
Private Schools
Home Education
Special Educational Services

- Special Education
- Students in Institutions

Official and Other Languages

- French Language Education
- French as a Second Language and French Language Immersion
- Languages Other than English or French
- English as a Second Language

Academic-Occupational
Integrated Occupational
Work Experience Education
Native Education
Provincial Schools

- Alberta Correspondence School
- Alberta School for the Deaf

Interdepartmental Community Schools
School Libraries
Controversial Issues

b Referrals and Reviews

Special Needs Tribunals
Attendance Boards
Review by the Minister

c Provincial Monitoring, Evaluating and Auditing

Student Evaluation
Teacher Evaluation
Program, School and System Evaluation

d Operations Management

Student Records
Program and Course Approval
Locally Developed Courses
Programs Requiring Ministerial Approval

e School Finance

Basic Learning Resource Acquisition
Regional Resource Centres

Copies of the current edition of the **Alberta Education Policy Manual** (produced annually) are available upon written request to **Central Support Services, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

Schools operate under the direct authority of the board or school governing authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with board policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

3 Regulations

The following sections provide a synopsis of those regulations that are relevant to the operation of junior high schools. For the complete regulations, refer to the current edition of the **Alberta Education Policy Manual** (produced annually). The section of the School Act to which these regulations refer is noted in parentheses.

a Student Evaluation
(Section 25 (3)(c))

The regulation describes how provincial tests, examinations or other methods of evaluating student ability are conducted. It provides for directives to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.

The new regulation also provides for the eviction of a person from an examination, and the right to object to such a decision; for the security necessary for an evaluation, penalties for violating that security, and an appeal mechanism; and for a review of the results of an evaluation and an appeal of that decision to the Minister.

b French Language Immersion
(Section 6 (2))

This regulation allows a board to authorize a French Immersion program where more than 40% of the instruction is in the French language, by passing a resolution and informing the Minister in writing to this effect.

c French Language Education
(Section 5 (2))

This regulation addresses the right to a French language education in accordance with section 23 of the Canadian Charter of Rights and Freedoms.

**d Languages Other
than English or
French**
(Section 6 (2))

This regulation allows a board to authorize, by resolution, a program that offers instruction in a language other than English or French by informing the Minister in writing to this effect.

English shall be used as the language of instruction for not less than 50% of the instructional time for each student, or the equivalent amount of time for a semestered program.

A board may commence a third language course if English is used for not less than 35% of the instructional time, or an equivalent amount of time in a semestered program.

Section 74 (2) of the Act now allows a board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

**e Home Education
Program**
(Section 23 (3))

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

f Private Schools
(Section (22(6))

This regulation sets out the requirements for registered and accredited private schools.

The application for registration includes the minimum requirements and the additional requirements for accreditation.

g Student Records
(Section 18 (8))

This regulation sets out a list of what the student record shall contain, the length of time it must be retained, and deals with access to the record.

4 Handbooks and Bulletins

Handbooks and bulletins are developed to assist school boards, principals and teachers to implement the objectives and underlying principles of the School Act.

Three handbooks comprise the Guide to Education: the **ECS/Elementary School Handbook**, the **Junior High School Handbook** and the **Senior High School Handbook**. These are issued under the authority of the Minister of Education pursuant to section 25 of the School Act.

Alberta Education produces annually the **Alberta Education Policy Manual** which contains details of the relevant legislation, regulation, policy and procedures. This manual should be consulted first when information regarding departmental policy is required.

School Act bulletins will provide information and clarification of some sections of the School Act, on a periodic basis.

The following bulletins are produced each year by the **Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2**. (Telephone 427-2948)

Student Achievement Testing Program Bulletin. Grade 9
(Language Arts 1989-90 School Year).

Bulletin du Programme de Tests de Rendement.
(Français 9^e année 1989-90).

General Information Bulletin: Achievement Testing Program
(1989-90 School Year).

Administration: Instructional Delivery



1 Role of the Principal

Instructional leadership is essential for an effective junior high instructional program. The School Act (section 15) states that the principal of a school must:

- provide instructional leadership in the school;
- ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the Act;
- evaluate or provide for the evaluation of programs offered in the school;
- direct the management of the school;
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- promote cooperation between the school and the community that it serves;
- supervise the evaluation and advancement of students;
- evaluate or provide for the evaluation of the teachers employed in the school;
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board.

2 Role of the Teacher

The School Act (section 13) states that a teacher while providing instruction or supervision must:

- provide instruction competently to students;
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- encourage and foster learning in students;

-
- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
 - subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.
-

3 Program of Studies

A course or a program of studies is prescribed or approved by order of the Minister pursuant to section 25 of the School Act. It outlines the mandatory requirements of the course or program. Courses or programs of study that are under development will contain the following components:

- Philosophy and Rationale
- General Learner Expectations
- Specific Learner Expectations

The junior high program of studies is listed in the **Alberta Education Publications Catalogue** and is available, upon written request, from the **Central Support Services Branch, Box 14, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.**

4 Curriculum Support: Documents and Activities

The provision of curriculum support is a responsibility shared by school boards and Alberta Education. Curriculum support materials and activities are designed to assist teachers to implement the program of studies.

Support materials include both print and non-print items such as teacher resource manuals and various monographs and inservice videotape packages. Support activities include orientation sessions or workshops.

Information about curriculum support documents and activities is available from the **Curriculum Support Branch.**
(Telephone 422-4872)

See Appendices II and III for a complete list of junior high curriculum resources and distributors.

5 Learning Resources

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Alberta Education approves learning resources that fall into three categories: basic, recommended and supplementary.

Basic and recommended learning resources are available from the Learning Resources Distributing Centre. Supplementary learning resources can be specially ordered through the LRDC or ordered directly from the publisher or producer.

Information about each basic and recommended learning resource and a set of bibliographical data, including the price of the resource, is provided in the LRDC **Buyers Guide** and supplements, which are forwarded to schools three or four times a year. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9.** (Telephone 427-2767. Fax 422-9750)

An additional 25% subsidy is applicable to basic learning resources that are purchased from the LRDC by eligible or approved school authorities.

a Basic Learning Resources

Basic learning resources are approved as being the most appropriate for meeting the majority of the learner expectations of courses, or the learner expectations identified for substantial components of courses outlined in the provincial programs of study.

Basic learning resources are also those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve learner expectations across two or more grade levels, subject areas, or programs.

b Recommended Learning Resources

Recommended learning resources complement basic learning resources by making an important contribution to the attainment of one or more of the general learner expectations of courses or the learner expectations identified for substantial components of courses outlined in the provincial programs of study.

c Supplementary Learning Resources

Supplementary learning resources support courses outlined in the provincial programs of study by enriching or reinforcing the learner expectations.

Appendices



Appendix I: Junior High Implementation Schedule

	COURSE	87-88	88-89	89-90	90-91	91-92	92-93	93-94
C O R E	HEALTH AND PERSONAL LIFE SKILLS	7-9						
	LANGUAGE ARTS	7-9		F	U			
	MATHEMATICS		7-9	F-9				
	PHYSICAL EDUCATION		7-9					
	SCIENCE				7	8-9		
	SOCIAL STUDIES			7-9	F			
C O M P L E M E N T A R Y	AGRICULTURE			7-9				
	ART							7-9
	BUSINESS STUDIES					9		
	COMPUTER STUDIES				7-9			
	DRAMA			7-9				
	ENVIRONMENTAL AND OUTDOOR EDUCATION					7-9		
	ETHICS			8				
	HOME ECONOMICS		7-9					
	MUSIC		7-9					
	INDUSTRIAL EDUCATION					7-9		
	SECOND LANGUAGES		G	C	BF 7	F 8	F 9	F 9
I. O. P.	ACADEMIC AND OCCUPATIONAL COURSES			8-9				

F = FRENCH G = GERMAN C = CREE B = BLACKFOOT
U - UKRAINIAN

NOTE: Optional implementation of courses may be available prior to the proposed provincial implementation scheduled above.

Appendix II: Alberta Education Junior High Curriculum Resources

The following list, organized by subject, includes junior high curriculum guides, teacher resource manuals and other support material produced by Alberta Education and available from **Central Support Services (CSS)**, **Learning Resources Distributing Centre (LRDC)** and **ACCESS NETWORK (AN)**.

For ordering information see Appendix III.

1 CORE COURSES

Français/French Language Arts	Program of Studies	1989	CSS
	L'expérience langagière	1988	LRDC
Health and Personal Life Skills	Program of Studies*	1987	CSS
	Junior High Health and Personal Life Skills Curriculum Guide*	1986	CSS
	Junior High Health and Personal Life Skills Teacher Resource Manual*	1987	LRDC
	Junior High Health and Personal Life Skills Inservice Package (six videotapes and guide)	1986	AN
Language Arts	Program of Studies	1987	CSS
	Junior High Language Arts Curriculum Guide	1987	CSS
	Integration in Secondary Language Arts	1985	LRDC
	Viewing in Secondary Language Arts	1982	LRDC

*Also available in French

Mathematics	Program of Studies*	1988	CSS
	Junior High Teacher Resource Manual*	1988	LRDC
	Guidelines for the Use of Calculators Grades 1-12	1981	LRDC
	How to Develop Problem Solving Using a Calculator, by J. Morris	1981	LRDC
	Problem-Solving Challenge for Mathematics*	1985	LRDC
Physical Education	Program of Studies	1988	CSS
	Physical Education Grades 7-12 Curriculum Guide	1988	CSS
	Integrating Physically Disabled Students into Physical Education	1985	LRDC
	Junior Senior High Physical Education Student Evaluation Monograph	1988	LRDC
	Secondary Physical Education Inservice Package (9 videotapes, inservice manual and planning chart)	1986	ACCESS
	Planning Charts	1986	ACCESS
Science	Program of Studies*	1978	CSS
	Junior High Curriculum Guide*	1978	CSS
	Note: A draft program of studies will be available September 1989. A draft teacher resource manual to support the new junior high science program will be available September 1990.		
Social Studies	Program of Studies	1989	CSS
	Junior High Social Studies Teacher Resource Manual	1989	LRDC
	Inservice Package		
	No. 1 Overview of Social Studies	1988	ACCESS
	No. 2 Encouraging Thinking	1989	ACCESS
	No. 4 Junior High (available September 1989)		ACCESS
Ukrainian Language Arts	Curriculum Guide	1982	CSS
*Also available in French			

2 COMPLEMENTARY COURSES

Agriculture: Land and Life	Program of Studies	1989	CSS
	Junior High School Agriculture: Land and Life Teacher Resource Manual	1989	LRDC
Art	Program of Studies	1985	CSS
	Junior High Art Curriculum Guide	1985	CSS
	Junior High Art Teacher Resource Manual	1985	LRDC
Business Studies	Note: A draft program of studies and a teacher resource manual for the new Business Studies 9 will be available September 1990.		
Computer Literacy	Program of Studies*	1984	CSS
	Junior High School Computer Literacy*	1984	CSS
Computer Studies	Note: A draft program of studies and a teacher resource manual for the new junior high computer studies program (Grades 7, 8 and 9) will be available September 1989.		
Cree	Program of Studies		CSS
	Curriculum Guide		CSS
	Integrating Cultural Concepts in Second Language Instruction		LRDC
Drama	Program of Studies	1989	CSS
	Junior High School Drama Teacher Resource Manual	1989	LRDC
Environmental and Outdoor Education	Note: A draft program of studies and a teacher resource manual for the new junior high environmental and outdoor education program (Grades 7, 8 and 9) will be available September 1990.		

*Also available in French

Ethics	Program of Studies	1989	CSS
	Grade 8 Ethics Teacher Resource Manual	1989	LRDC
	Ethics Resource Package (seven videotapes and guide)	1989	ACCESS
French (Six-Year Program)	Program of Studies	1979	CSS
	Curriculum Guide	1979	CSS
	French as a Second Language Handbook	1980	LRDC
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
French (Nine-Year Program)	Program of Studies	1979	CSS
	Curriculum Guide	1979	CSS
	French as a Second Language Handbook	1980	LRDC
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
German	Program of Studies		CSS
	Curriculum Guide		CSS
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
Home Economics	Program of Studies*	1988	CSS
	Junior High School Home Economics Curriculum Guide	1987	CSS
	Junior High School Home Economics Teacher Resource Manual	1987	LRDC

*Also available in French

Industrial Education	Program of Studies*	1981	CSS
	Junior High School Industrial Education Curriculum Guide (Grades 7, 8, 9)	1981	CSS
Music	Program of Studies	1988	CSS
	Junior High Choral Music Curriculum Guide	1988	CSS
	Junior High General Music Curriculum Guide	1988	CSS
	Junior High Instrumental Music Curriculum Guide	1988	CSS
Typewriting	Program of Studies	1973	CSS
	Junior High School Typewriting Curriculum Guide	1973	CSS
Ukrainian	Program of Studies		CSS
	Curriculum Guide		CSS
	Grade 7 Teaching Unit		LRDC
	Grade 8 Teaching Unit		LRDC
	Grade 9 Teaching Unit		LRDC
	Supplementary Learning Resource Manual		LRDC
	Integrating Cultural Concepts in Second Language Instruction	1987	LRDC

*Also available in French

3 INTEGRATED OCCUPATIONAL PROGRAM COURSES

Language Arts	Program of Studies (Grades 8 and 9)	(interim) 1989	CSS
	Teacher Resource Manual	(interim) 1989	LRDC
Mathematics	Program of Studies	(interim) 1989	CSS
	Teacher Resource Manual	(interim) 1989	LRDC
Practical Arts	Program of Studies	(interim) 1989	CSS
	Teacher Resource Manual	(interim) 1989	LRDC
Note: The Practical Arts curricular documents include three course components: Business Education, Personal and Public Services and Technical Occupational.			
Science	Program of Studies	(interim) 1989	CSS
	Teacher Resource Manual	(interim) 1989	LRDC
Social Studies	Program of Studies	(interim) 1989	CSS
	Teacher Resource Manual	(interim) 1989	LRDC

4 ENGLISH AS A SECOND LANGUAGE

ESL/Dialect - Guidelines and Suggestions for Administration and Organization of Programs	1987	LRDC
ESL - A Selective Bibliography of Supplementary Learning Resources	1988	LRDC
ESL - Instruction in the Junior High School: Curriculum Guidelines and Suggestions	1988	LRDC

Appendix III: Alberta Education Curriculum Distributors

The curriculum resources identified in Appendix II are available through the following Alberta Education distributors:

LEARNING RESOURCES DISTRIBUTING CENTRE

12360 - 142 Street
Edmonton, Alberta T5L 4X9
Telephone 427-2767
Fax 422-9750

- basic resources
- recommended print resources
- teacher resource manuals and monographs
- some supplementary resources
- some audio-visual resources

For a list of available learning resources refer to the **LRDC Buyers Guide** and supplements.

CENTRAL SUPPORT SERVICES

Box 14, 11160 - Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone 427-7224

- programs of study
- some curriculum guides
- service, legal and information documents, including bulletins and brochures

For a list of available documents refer to the **Alberta Education Publications Catalogue**.

ALBERTA CORRESPONDENCE SCHOOL

Box 400
Barrhead, Alberta T0G 2P0
Telephone 674-5333

- correspondence course packages

ACCESS NETWORK

Media Resource Centre
295 Midpark Way S.E.
Calgary, Alberta T2X 2A8
(Toll-free number for educators is 1-800-352-8293)
Fax 256-6837

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages refer to the **ACCESS NETWORK Audio-Visual Catalogue 1987, 1988 and 1989 supplements**.

Appendix IV: Alberta Education Branch Addresses

The mailing address for Alberta Education in Edmonton is: 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2 with the exception of the Alberta School for the Deaf, the Education Response Centres and the Learning Resources Distributing Centre.

Alberta Correspondence School
Box 4000
Barrhead
T0G 2P0

Alberta School for the Deaf
6240-113 Street
Edmonton
T6H 3L2

Calgary Regional Office
Rm. 1200, Rocky Mt. Plaza
615 Macleod Trail S.E.
Calgary
T2G 4T8

Edmonton Regional Office
11160 - Jasper Avenue
Edmonton, Alberta
T5K 0L2

Education Response Centre -
Provincial & Northern Offices
6240 - 113 Street
Edmonton
T6H 3L2

Education Response Centre - South
5139 - 14 Street S.W.
Calgary
T2T 3W5

Grande Prairie Regional Office
5th Floor Nordic Court
10014 - 99 Street
Grande Prairie
T8V 3N4

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton
T5L 4X9

Lethbridge Regional Office
Provincial Building
200 - 5 Avenue S.
Lethbridge
T1J 4C7

Red Deer Regional Office
3rd Floor West, Provincial Building
4920 - 51 Street
Red Deer
T4N 6K8

Response Sheet: To Assist Future Revisions of A Guide to Education Junior High School Handbook

1. Please indicate if you are a:

- ☐ Teacher
- ☐ Counsellor
- ☐ Principal
- ☐ Assistant Principal

- ☐ Central Office Administrator
- ☐ Other (trustees, board personnel)
Please specify: _____

2. Please indicate other users of this handbook you are aware of who are not identified above (e.g., parents):

3. Is the new format of the handbook an improvement? ☐ Yes ☐ No

Please comment: _____

4. What information in this handbook is **most** helpful to users in your school or system?

Please comment: _____

5. What information in this handbook is **least** helpful to users in your school or system?

Please comment: _____

6. Please indicate any changes to the content or format that would improve this handbook:

7. Please indicate which Alberta Education documents are used most within your school or system:

- ☐ Junior High School Handbook
- ☐ Policy Manual
- ☐ Program of Studies
- ☐ Developmental Framework: Cognitive, Physical Social
- ☐ Other (please specify): _____

Please complete this response sheet, tear out and fold on dotted line. Return address is provided on reverse side.

FOLD

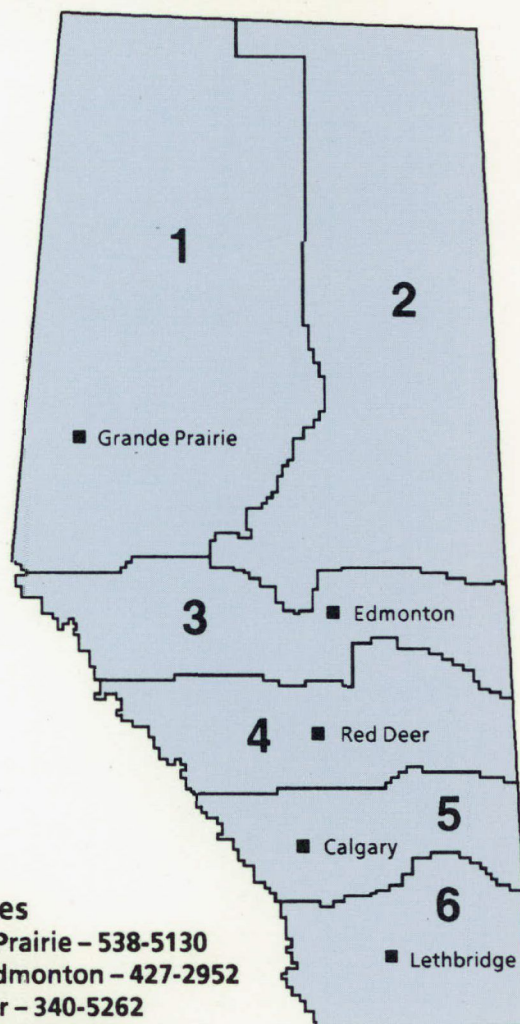
Mr. Jim Brackenbury, Associate Director (Junior High)
Curriculum Design Branch
Alberta Education
11160 - Jasper Avenue, Box 17
Edmonton, Alberta
T5K 0L2

Regional Offices of Alberta Education

The regional offices work in cooperation with boards and local school authorities to ensure the quality of teaching, programs, and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions, and policy development
- **MONITORING:** Monitoring of educational programs and policies on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, Ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school system.



Regional Offices

Zone 1: Grande Prairie – 538-5130

Zone 2 and 3: Edmonton – 427-2952

Zone 4: Red Deer – 340-5262

Zone 5: Calgary – 297-6353

Zone 6: Lethbridge – 381-5243

Education Information – 427-7219

EDUCATION

Alberta